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Adaptation and reliability of the Readiness for Inter professional Learning Scale in a Danish student and health professional setting

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BACKGROUND AND AIM

Shared learning activities aim to enhance the collaborative skills of health students and professionals in relation to both colleagues and patients. The Readiness for Interprofessional Learning Scale is used to assess such skills.

The aim of this study was to validate a Danish four-subscale version of the RIPLS in a sample of 370 health-care students and 200 health professionals.

METHODS

The questionnaire was translated following a two-step process, including forward and backward translations, and a pilot test. A test of internal consistency and a test-retest of reliability were performed using a web-based questionnaire.

Table: Students, health professionals (baseline and test-retest sample, respectively), and full data set, by age, gender, and profession

	HEALTH-CARE STUDENTS		HEALTH PROFESSIONALS BASELINE		HEALTH PROFESSIONALS TEST-RETEST		FULL DATA SET	
	n (370)	%	n (200)	%	n (129)	%	n (570)	%
Age								
20–29	284	52.3%	14	7.0%	8	6.2%	298	52.3%
30–39	34	6.26%	52	26.0%	29	22.5%	86	15.1%
40–49	12	2.21%	74	37.0%	50	38.8%	86	15.1%
50–59			53	26.5%	39	30.2%	53	9.3%
60+			7	3.5%	3	2.3%	7	1.2%
Unknown	40	10.8%					40	7.0%
Female gender	298	80.5%	179	89.5%	112	86.8%	477	83.7%
Profession/ Study								
Medical doctor	51	13.8%	34	17.0%	26	20.2%	85	14.9%
Registered nurse	118	31.9%	121	60.5%	74	57.4%	239	41.9%
Nursing assistant			14	7.0%	8	6.2%	14	2.5%
Medical secretary			26	13.0%	18	14.0%	26	4.6%
Physio-therapist	71	19.2%	1	0.5%			72	12.6%
Occup. therapist	54	14.6%					54	9.5%
Radiograph	53	14.3%					53	9.3%
Med.lab. tech.	23	6.2%					23	4.0%
Other			4	2.0%	3	2.3%	4	0.7%

OUTCOMES

The questionnaire was completed by 370 health care students and 200 health professionals (test) whereas the retest was completed by 203 health professionals. A full data set of first-time responses was generated from the 570 students and professionals at baseline (test). Good internal association was found between items in Positive Professional Identity (Q13–Q16), with factor loadings between 0.61 and 0.72.

The confirmatory factor analyses revealed 11 items with factor loadings abo-

ve 0.50, 18 below 0.50, and no items below 0.20. Weighted kappa values were between 0.20 and 0.40, 16 items with values between 0.40 and 0.60, and six items between 0.60 and 0.80; all showing p-values below 0.001.

Table: Item scaling tests and reliability estimates for RIPLS subscales

		RANGE OF ITEM CORRELATIONS		ITEM SCALING TESTS		SCALE	
	n items ^a	Item-internal consistency ^b	Item-discriminant validity ^c	Success/Total ^d	Scaling success rate ^e	Homo-geneity ^e	Relia-bility ^f
Teamwork and Collaboration	9	0.70-0.83	0.12-0.58	36/36	100	0.64	0.91
Negative Professional Identity	3	0.83-0.90	0.00-0.69	9/12	75	0.81	0.84
Positive Professional Identity	4	0.80-0.85	0.01-0.59	16/16	100	0.74	0.84
Roles and Responsibility	13	0.17-0.69	0.01-0.38	44/52	85	0.37	0.61

^aNumber of items in subscales and number of item-internal consistency tests per scale^bCorrelations between items and scale^cCorrelations between items and other scales^dNumber of significantly higher/total number of correlations^eAverage inter-item covariance (SD)^fInternal-consistency reliability (Cronbach alpha)

IMPLICATIONS

Strong internal consistency was found for both populations. The Danish RIPLS proved a stable and reliable instrument for the Teamwork and Collaboration, Negative Professional Identity, and Positive Professional Identity subscales, while the Roles and Responsibility subscale showed some limitations. The reason behind these limitations is unclear.

Table: Descriptive statistics of score distributions for subscales, by sample

	STUDENTS MEAN (SD) SKEWNESS	PROFESSIONALS (BASELINE) MEAN (SD) SKEWNESS	PROFESSIONALS (TEST) MEAN (SD) SKEWNESS	FULL DATA SET MEAN (SD) SKEWNESS
Teamwork and Collaboration	4.0 (0.60) -1.1	4.2 (0.69) -2.0	4.2 (0.77) -2.2	4.1 (0.64) -1.4
Negative Professional Identity	2.1 (0.86) 0.8	1.9 (0.72) 0.3	1.8 (0.65) 0.4	2.0 (0.81) 0.8
Positive Professional Identity	3.8 (0.74) -0.7	4.0 (0.73) -0.7	4.1 (0.78) -1.0	3.9 (0.74) -0.7
Roles and Responsibility	3.6 (0.38) -1.6	3.5 (0.3) -0.3	3.5 (0.35) -0.5	3.6 (0.37) -1.2

Data collection was carried out in the Department of Orthopaedic Surgery and Traumatology, Kolding Hospital, a part of Lillebaelt Hospital.